

HPIRC is a partnership of family centers, the Hawaii Department of Education and Title I schools. HPIRC provide resources, training, and technical assistance statewide, particularly targeting schools and families in immigrant communities.

Goals & Objectives

1. Increase parent involvement to improve student achievement.
 - Increase parents' ability to help their children learn at home.
 - Help parents understand state and school accountability.
 - Help parents facilitate their children's educational transitions.
2. Strengthen partnerships between parents and schools to increase student achievement.
 - Help parents participate in educational decision-making.
 - Help educators work effectively with parents.

Innovations

- ❖ HPIRC worked with Departments of Labor, Health, and Prosecuting Attorney, Goodwill Industries, and Attorney General's Office to create, publish, distribute and train 674 statewide professionals on ***Voyaging Together To A New Life: A Handbook for New-comers to Hawaii***. The handbook is available in 4 languages: English, Chuukese, Marshallese, and Spanish and at all Title I schools. Download your copy at www.hawaiiipirc.org.
- ❖ HPIRC utilizes their website as a medium for educator resources. In 2009, the website received **13,460 hits** and **44,326 page views**. **998** hits came from Hawaii educational institutions alone with the majority from the HDOE network. Website traffic were collected, analyzed, and reported using Google Analytics.
- ❖ HPIRC created the **Sundays Project** to help improve academic achievement through family engagement. The Sundays Project is based on the **Positive Deviance** approach to define and solve community issues using successful techniques that are present yet hidden.
- ❖ Averaging **8,000 sign-in visits per year**, the **Community Technology Center (CTC)** is very instrumental in narrowing the digital divide to enhance family involvement. Integrating technology, English literacy and job skills into their computer classes, parents learn valuable skills needed in the information revolution.

“ Before he leaves for school I check his bag to make sure he has his school supplies and homework. I never used to do that before the training. ~K. Nathan, Sundays Project Graduate. ”



30% of HPIRC funds go towards the **Home Instruction for Parents of Preschool Youngster (HIPPIY)** Program. This model is proven to increase school readiness and family engagement. **2 %** pays for HPIRC staff to work with **Early Head Start and Head Start** families on literacy and child development issues, workshops and training parents.

98% or more of all families served by HPIRC are low income. All schools served are **Title I schools** working to meet federal standards.



Background

PIRCs were first funded by the Department of Education in 1995. Hawaii has developed an infrastructure and unique model, we are known in as expert on parental involvement. **Parents And Children Together (PACT)** has continuously served the community with this grant since 1995. **HPIRC funds 6 full-time staff on Oahu and 4 on Hawaii Island.**

Title I School Services

- ❖ Served **53 schools** by serving on School Community Councils, providing workshops, conducting Kindergarten **KAMPS** (Kindergarteners Are Most Precious) and providing school transition activities, resources, and teacher training. Eleven KAMPS were provided statewide in collaboration with school staff and the University of Hawaii.
- ❖ Provided **head lice treatment and prevention** training to Title I school staff. School personnel claim the education, support and outreach around head lice prevention and treatment has decreased lice-related **student absenteeism by 50%**.
- ❖ Implemented the federally approved **Title I/PIRC plan** with HDOE Title I staff.

Community and School Impact

- ❖ HPIRC use the Parent Advisory Group to give input on the Newcomers Handbook, Sundays Project and for materials creation and translation. Church, goverment, and women group leaders are typical members of the advisory group.
- ❖ HPIRC reached out to families in their own environments: the environments included coffee farms of Kona, the churches on Oahu, in the home, and in women's group affiliated with their native country.
- ❖ HPIRC received several thousand books from Borders & First Book to use with our families on all islands to emphasize literacy.
- ❖ HPIRC and the Castle Complex Area Superintendent sponsor a forum entitled the *Parent Leader Group*, where parents meet to discuss issues common to all schools.
- ❖ HPIRC facilitated a joint school English Language Learners (ELL) and Migrant Ed Parent Night in 6 schools on 2 islands.
- ❖ HPIRC hosted campus tours for new parents and students entering high school. Events included an orientation of the school, expectations of parents and students, federal and state standards and assessments.
- ❖ HPIRC provided school standards training for parents at 8 schools along with resources and materials.

Core services and activities

- ❖ Joint trainings, projects and activities for parents, school staff and community
- ❖ Parenting classes
- ❖ Training and technical assistance to HDOE
- ❖ Information, support and referral

2,419 Limited English Proficiency (LEP) parents were serviced directly and conservatively **10,000 indirectly**.

8,982 parents were directly served and at least **160,000 indirectly**. Over **5,000** direct service parents are low-income. Pacific Islander and Asians, including Hawaiians, make up **82%** of our parents.

96% of participants felt they learned new concepts and gained new skills to help their children learn at home.



“ Before, there weren't any house rules except my loud voice and strong tactics. These didn't stop my children from missing class, being late to school, and not doing their homework. But after making house rules and making sure that they follow them, changes really happened. ~M. William, Sundays Project Graduate ”

“ I did not know how to read the report card in the first place... Now I know. I know who to contact. I know the description of the grades and what they mean. I want to thank this program because now I understand. ~M. Farata, Sundays Project Graduate. ”